DOCUMENT RESUME

ED 122 211 CS 002 548

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TITLE A Survey of Developmental Reading Programs in Georgia's Public and Private Colleges. Final Report.
INSTITUTION Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE 76
NOTE 13p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Content Reading; Higher Education; *Learning Laboratories; Post Secondary Education; *Reading Centers; *Reading Programs; *Remedial Reading; School Surveys; Study Skills; Vocabulary
IDENTIFIERS Georgia

ABSTRACT

Questionnaires were sent to 56 senior colleges, universities and junior colleges, both public and private, in the state of Georgia, seeking to answer the following questions: (1) What are the general characteristics of developmental reading programs in Georgia's colleges? (2) In developmental studies programs, what reading skills are emphasized and what instructional techniques are used? (3) What is the general philosophy of the program? (4) How well has developmental studies been accepted by students, other faculty, and college administrators? Answers to these questions are summarized in the report. Some of the conclusions reached were that the reading skills which were heavily emphasized, vocabulary development, comprehension in content areas, silent reading, and study skills, received similar emphasis in all schools; most institutions indicated they made wide use of supplemental materials, programmed materials, and machine-based materials instead of using the lecture as an instructional method or using machines such as tachistoscopes and pacers; and a majority of the institutions agreed that developmental studies courses are an integral part of the college program. (MKJ)

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ED122211

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A

Survey of

Developmental Reading Programs

in

Georgia's Public and Private Colleges

Final Report

Bill Hammond
Georgia Department
of Education

CS 002 548

NOTE

For his assistance in the preparation of this report, a special note of thanks is extended to Dr. Charles Nash, Director of Special Studies, Georgia Board of Regents.

I. OBJECTIVES

This survey was conducted for the purpose of answering the following questions.

1. What are the general characteristics of developmental reading programs in Georgia's colleges?
2. In developmental studies programs, what reading skills are emphasized and what instructional techniques are used?
3. What is the general philospphy of the program?
4. How well has developmental studies been accepted by students, other faculty, and college administrators?

II. Breakdown of survey population

	# Contacted	# Returned	# with Developmental Programs
Senior Colleges/ Universities	17	13	17
Junior Colleges	15	12	15
Private Colleges	24	14	7
TOTAL	56	39	39

III General Developmental Reading Program Characteristics

45% of the reporting institutions indicated that two (2) or more different developmental reading courses were presently being offered.

90% of the institutions indicated that the reading courses were required for some students.

90% of the institutions indicated that reading courses were offered for no credit or institutional credit. 6% reported courses offered for full credit (these were private colleges).

35% of the institutions indicated that between 26% and 85% of their entering freshmen take a developmental reading course.

82% of the institutions indicated that they employed 2 or less full time instructors to teach developmental reading courses.

78% of the institutions indicated that they employed 2 or less part-time instructors to teach developmental reading courses.

22% of the institutions reported that they use teacher aides or assistants extensively; 40% indicated that aides or assistants were not used.

The range of the initial reading level of students in developmental reading courses was 2nd grade to college senior.

The institutions used a total of 17 different tests (formal and informal) to determine the initial reading grade level.

89% of the institutions indicated that reading courses were taught in a lab situation ("Lab" was not defined so the interpretation of the term may have been different).

54% of the institutions indicated that their present facilities were adequate.

86% of the institutions reported that extensive utilization of individualized instruction in their reading programs.

The most widely used instruments (formal or informal) for diagnosis, prescription and evaluation in order of frequency were as follows:

1. Nelson-Denny Reading Test
2. S.R.A. Diagnostic Reading Test
3. McGraw-Hill Basic Skills Tests (Reading add Vocabulary)
4. S.R.A. Study Habits checklist

55% of the responding Senior college/University persons strongly agreed with the statement "Persons teaching special studies courses are generally well-qualified." 86% of Junior college persons strongly agreed with the statement.

IV. Reading Skills Emphasized-Summary *

Senior Colleges/Universities

Heavy Emphasis	Little/No Emphasis
1. Critical reading	1. Oral reading
2. Vocabulary development	2. Writing skills
3. Silent reading	3. Phonics
4. Study skills	4. Word perception
5. Reading comprehension in content areas	5. Spelling

Junior Colleges

Heavy Emphasis	Little/No Emphasis
1. Vocabulary development	1. Oral reading
2. Reading comprehension in content areas	2. Writing skills
3. Test-taking	3. Spelling
4. Silent reading	4. Word perception
5. Study skills	5. Listening skills

Private Colleges

Heavy Emphasis	Little/No Emphasis
1. Vocabulary development	1. Oral reading
2. Reading comprehension in content areas	2. Writing skills
3. Silent reading	3. Spelling
4. Skimming and scanning	4. Listening skills
5. Study skills/critical reading	5. Phonics

* Reported in order of frequency

V. Instructional techniques and materials-Summary*

Senior College/Universities

Widely used	Rarely used/not used
1. Supplemental materials	1. Gaming-simulation instruction
2. Machine-based instruction	2. Contracts
3. Demonstration/performance instruction	3. Activity groups
4. Textbooks (non-programmed)	4. Lecture
	5. Programed materials

Junior Colleges

Widely used	Rarely used/not used
1. Programmed materials	1. Contracts
2. Supplemental materials	2. Gaming-similation instruction
3. Textbooks (non-programmed)	3. Activity groups
4. Machine-based instruction	4. Teaming (students or teachers)
	5. Lecture

Private Colleges

Widely used	Rarely used/not used
1. Programmed materials	1. Lecture
2. Supplemental materials	2. Gaming-simulation
3. Teaming (students or teachers)	3. Contracts
4. Machine-based instruction	4. Textbooks (non-programmed)

*Reported in order of frequency

VI. Reading Materials used - Summary *

Senior Colleges/Universities

Widely used	Rarely used/not used
1. Workbooks, textbooks	1. Computer-assisted instruction
2. Informal reading tests	2. Tachistiscopes
3. Films, filmstrips, other media	3. Pacers (shadowscopes, etc.)
4. Supplemental materials (library books, newspapers, etc.)	

Junior Colleges

Widely used	Rarely used/not used
1. Films, filmstrips, other media	1. Computer-assisted instruction
2. Workbooks, textbooks	2. Tachistiscopes
3. Supplemental materials	3. Pacers
4. Standardized reading tests	4. Informal reading tests (teacher made)

Private Colleges

Widely used	Rarely used/not used
1. Workbooks, textbooks	1. Computer-assisted instruction
2. Supplemental materials	2. Pacers
3. Films, filmstrips, other media	3. Tachistiscopes
4. Informal reading tests	

*Reported in order of frequency

VII. General developmental program philosophy

The following responses were recorded in response to statements regarding the general developmental program philosophy in each institution.

Respondents were asked to relate each of the statements to their particular institution.

Statement #1 - The open door policy is necessary to insure equal access to educational opportunities.

	Senior Colleges/Universities	Junior Colleges	Private Colleges
Strongly agree	36%	75%	12%
Agree	18%	16%	50%
No opinion	18%	9%	0%
Disagree	27%	0%	25%
Strongly disagree	0%	0%	12%

Statement #2 - The Special Studies (Developmental Studies) program is an integral part of <u>this</u> college's program.

	Senior Colleges/Universities	Junior Colleges	Private Colleges
Strongly agree	67%	66%	55%
Agree	8%	25%	11%
No opinion	25%	9%	23%
Disagree	0%	0%	11%
Strongly disagree	0%	0%	0%

Statement #3 - Special studies courses reflect a legitimate attempt on the part of <u>this</u> college to meet the needs of all its students.

	Senior Colleges/Universities	Junior Colleges	Private Colleges
Strongly agree	92%	81%	77%
Agree	0%	18%	0%
No opinion	0%	0%	23%
Disagree	8%	0%	0%
Strongly disagree	0%	0%	0%

Statement #4 - Special studies courses should be offered for full college credit.

	Senior Colleges/Universities	Junior Colleges	Private Colleges
Strongly agree	18%	16%	45%
Agree	18%	0%	0%
No opinion	36%	33%	22%
Disagree	0%	25%	11%
Strongly disagree	27%	25%	22%

	Senior Colleges/Universities	Junior Colleges	Private Colleges
Strongly agree	0%	0%	0%
Agree	10%	10%	12%
No opinion	0%	10%	25%
Disagree	18%	30%	12%
Strongly disagree	72%	50%	50%

VIII. Developmental studies program acceptance.

This section of the survey sought to determine the level of acceptance of the development studies program on the part of college administrators, other faculty members and students enrolled in developmental studies courses as perceived by developmental studies persons.

Statement #1 - Special studies courses have been favorably accepted by college administrators at this college.

	Senior college/Universities	Junior Colleges	Private colleges
Strongly agree	27%	45%	14%
Agree	18%	18%	28%
No opinion	27%	36%	28%
Disagree	27%	0%	14%
Strongly disagree	0%	0%	14%

Statement #2 - Special studies courses have been favorably accepted by other faculty members at this college.

	Senior college/Universities	Junior Colleges	Private Colleges
Strongly agree	6%	41%	57%
Agree	27%	25%	0%
No opinion	18%	33%	28%
Disagree	42%	0%	15%
Strongly disagree	6%	0%	0%

Statement #3 - Special studies courses have been generally accepted by students enrolled in special studies courses at this college.

	Senior college/Universities	Junior Colleges	Private Colleges
Strongly agree	25%	33%	50%
Agree	8%	58%	33%
No opinion	58%	9%	0%
Disagree	8%	0%	17%
Strongly disagree	0%	0%	0%

IX. Final comments and observations.

This survey sought to determine the status of developmental studies reading programs in Georgia's public and private colleges. This report has shown that these programs are similiar and different in several significant ways. Among the ways that these programs are alike are as follows:

1. The reading skills heavily emphasized were about the same for all groups (Vocabulary development, comprehension in content areas, silent reading, study skills.)
2. The reading skills that were not emphasized were also the same (Oral reading, writing skills, spelling).
3. Most institutions indicated wide use of supplemental materials, programmed materials and machine-based instruction. The lecture method of instruction seems to be rarely used as an institutional technique.
4. Machines that have traditionally appeared in high school and college reading labs (tachistiscopes and pacers) appear to be rarely used in these programs.
5. Most institutions agreed that developmental studies courses are a legitimate attempt to meet the needs of all its students and that these courses are an integral part of the college's program.
6. A majority of the institutions surveyed indicated that special studies should be required for some students.

Most of the areas of disagreement between institutions were related to general program philosophy. Some of the more interesting points of discord were as follows:

1. Junior colleges indicated a more positive level of acceptance of developmental studies courses on the part of administrators, faculty, and students than did senior colleges and universities.
2. Senior colleges and universities indicated a more positive level of acceptance of these courses by administrators than by either faculty or students.
3. Senior colleges and universities were more receptive to offering special studies courses for full credit than junior colleges.
4. Junior colleges and private colleges were more receptive to the open door policy than were senior colleges and universities.